

**U.S. DEPARTMENT OF EDUCATION**  
OFFICE OF POSTSECONDARY EDUCATION  
INTERNATIONAL EDUCATION AND GRADUATE PROGRAMS SERVICE  
Washington, D.C. 20006-8521



**FISCAL YEAR 2004**

APPLICATION FOR THE  
**FULBRIGHT-HAYS SEMINARS ABROAD PROGRAM**  
CFDA No. 84.018

**CLOSING DATE: October 17, 2003**

**DATED MATERIAL – OPEN IMMEDIATELY**

**Elementary and Secondary Seminar Countries:**  
**India, Mexico & Canada, New Zealand, Thailand & Vietnam, Turkey & Cyprus**

**Secondary and Postsecondary Seminar Countries:**  
**Argentina & Peru, Bulgaria, China, Morocco, South Africa**

## Important Information for Applicants

To access an electronic copy of the application please go to our website:  
[www.ed.gov/offices/HEP/iegps.sap.html](http://www.ed.gov/offices/HEP/iegps.sap.html)

For answers to program related questions please contact the program officers:

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[michelle.guilfoil@ed.gov](mailto:michelle.guilfoil@ed.gov)

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### PLEASE NOTE:

ALL APPLICANTS WILL BE NOTIFIED OF THE RESULTS OF THE COMPETITION  
NO EARLIER THAN LATE MARCH 2004

August 2003

Dear Applicant:

Thank you for your interest in the **Fulbright-Hays Seminars Abroad Program (SA)**. Included in this application booklet are the program introduction, instructions, and forms needed to submit a complete application package to the US Department of Education.

The purpose of the SA program is to develop and strengthen modern foreign language, area, and international studies throughout the educational structure of the United States by supporting the participation of US educators in short-term study abroad projects during the summer. Participants will be required to complete a curriculum project.

Qualified applicants must be in the social sciences, humanities, foreign language, and area studies fields and include:

- Elementary School Teachers/Administrators;
- Middle or High School Teachers/Administrators;
- Curriculum Specialists;
- Faculty/Administrators from public or private, 2- or 4- year institutions of higher education;
- Librarians, Museum Educators or Media/Resource Specialists.

Since eligibility requirements vary by seminar, applicants should refer to the Seminar Index for specific educational teaching level requirements of each seminar. Please note that applicants with limited or no experience in the host country are preferred and that the following individuals are **not** eligible to apply:

- Individuals who participated in the SA or in the Fulbright-Hays Group Projects Abroad Programs in the summers of 2003, 2002, 2001
- Individuals who have had two awards under either of the above mentioned program, unless 10 years have passed from the time that the first award was received.

You may address specific questions regarding the program to either of the program officers. The contact information is contained inside the application package.

Applicants for the SA program will use e-Application available through the Department's e-GRANTS system. The e-GRANTS system is accessible through its portal page at <http://e-GRANTS.ed.gov>.

We look forward to receiving your application and appreciate your efforts to meet the country's need for a new generation educated to face the many challenges of the 21<sup>st</sup> century.

Sincerely,

Wilbert Bryant  
Deputy Assistant Secretary  
for Higher Education Programs

## BACKGROUND INFORMATION

### The J. William Fulbright Foreign Scholarship Board

The J. William Fulbright Foreign Scholarship Board has the overall responsibility for managing the Fulbright Program worldwide. The Board is composed of twelve members drawn from academic, cultural and public life who are appointed by the President of the United States. Their job is to set and interpret policies related to the administration of the Fulbright Programs, to approve the final selection of all Fulbright grantees and participants, and to supervise the conduct of the program both in the U.S. and abroad.

### The Seminars Abroad Program

The Seminars Abroad Program, authorized by the Mutual Educational and Cultural Exchange (Fulbright-Hays) Act of 1961, provides opportunities for qualified U.S. educators to participate in short-term seminars abroad mainly on topics in the social sciences, social studies and the humanities.

The purpose of the program is **to help U.S. educators/administrators in humanities, languages, and/or area studies** to enhance their international understanding and increase their knowledge of the people and culture of another country through study abroad. **This program is designed for educators with limited or no experience in the host country (ies).** Upon their return, participants are expected to share their broadened knowledge and understanding of the host country (ies) with students, colleagues, civic and professional organizations, and the public in their respective home communities.

All seminars are composed of a pre-arranged, structured academic phase and a group travel phase. Due to the group nature of the seminar and the requirement that participants attend all scheduled activities, participants will not have time to engage in extensive individual research. The seminars' schedules provide only a limited amount of free time for participants to gather information related to their individual curriculum projects or other projects related to their current teaching responsibilities.

## PROGRAM GUIDELINES

### Eligibility Requirements:

In accordance with the Policy Statements of the J. William Fulbright Foreign Scholarship Board, the basic eligibility requirements are:

1. Citizenship - must be a citizen of the United States or a permanent resident.
2. Academic Preparation - must hold at least a bachelor's degree from an accredited college or university.
3. Professional Experience - (1) must have at least 3 years of full-time experience - by the time of departure for the seminar- (2) must be currently employed full-time in a U.S. school system, institution of higher education, Local Education Agency, State Education Agency, library, or museum. Teaching as a graduate or teaching assistant is not applicable toward the three years of required full-time professional experience.
4. Applications are accepted from those who teach two half-time permanent positions in two different institutions, teaching at the same or similar education levels. You must provide documentation that both positions add up to the equivalent of a full-time position.
5. Language Proficiency – Presently, Japan is the only program that requires language proficiency.
6. Health –The candidate must be physically and psychologically able to participate in all phases of the seminar. Award recipients must provide a physician's statement to reflect participants readiness for travel
7. Suitability and Adaptability - The applicants' suitability and adaptability are assessed through the evaluation criteria and letters of reference.

All applications are reviewed and evaluated according to their *first choice* unless an applicant is deemed ineligible for his or her first choice. **Applicants are encouraged to list second or third choices when applying. It is also important that the applicant address his/her second and third choices in essay question number 3.** Applicants are also considered for their second or third choice seminars if they score high enough in the competition but do not make the cut-off for their first choice seminar.

If too few applications are received for a given seminar that seminar will be cancelled. Applicants who have selected a cancelled seminar as their first choice will be reviewed for their second or third choice. If they meet the qualifications for those seminars, they will be selected to participate in either their second or third choice.

**Program Requirement**

The requirement to participate in the SA program is the completion of a curriculum project that must be submitted to the agency administering the seminar, 90 days after the conclusion of the seminar

**Ineligibility Factor**

Those individuals who have participated in the Fulbright-Hays Seminars Abroad Program or Group Projects Abroad Program must wait three summers before they are eligible to participate a second time; i.e., those individuals who participated in a seminar or group project in 2003, 2002, or 2001 are not yet eligible to reapply. Individuals who have had two awards under either of the above programs are NOT eligible to apply for a third award until 10 years have passed from the time that the first award was received.

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**Elementary and Secondary Seminar Countries:**

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**Qualifications:**

- Elementary School Teachers.
  - Middle or High School Educators in the fields of social sciences, humanities, including languages.
  - Administrators or Curriculum Specialists who have responsibility for curriculum in the fields of social sciences, humanities, including languages.
  - Librarians, Museum Educators or Media or Resource Specialists who have responsibility for curriculum in the fields of social sciences, humanities, including languages.
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**Seminar Title:**

**Understanding India: An Ancient Civilization, A Modern Nation**

**Dates:**

Tentative Dates: June 25, 2004 – July 30, 2004

**Program Content:**

The purpose of the program will be to provide the US educators with an insight into India. What defines India? While providing an exposure to different aspects of India's heritage, the program will also focus on contemporary but important issues in economic development, environment and ecology, education, gender, and Indo-American relations. The impetus of the seminar will be to help visiting educators understand modern India against the backdrop of its history and culture.

The program consists of two phases, namely, academic and field visits. The academic program of nearly one week will be held in New Delhi and it will follow a multi-disciplinary approach involving formal lectures, interviews, and discussions with prominent scholars and public personalities. The field visit phase of about two and a half weeks will expose participants to the geographical and regional diversities of the country. This phase will include of travel to Varanasi, Khajuraho, Agra, Jaipur, Kolkata, Bangalore, Mysore, and Cochin.

The seminar is designed to enrich participants' knowledge by combining academic and cultural experiences. Visits to schools, colleges and museums, and rural areas will be interspersed with demonstrations of Indian dance and music. Visits will also be arranged to NGOs working on environmental issues and as well as leading IT corporations. Where feasible within the group's program, there will be time allocated for participants to pursue their individual academic interests.

The seminar will be administered by the Fulbright Commission in India- <http://www.fulbright-india.org/>

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**Seminar Title:**           **Getting to Know America's Neighbors:  
Nationhood, Culture, & Identity in Mexico and Canada**

**Dates:**                   Tentative Dates: late June- mid August 2004

**Program Content:**

The seminar will explore the construction of national and cultural identity by looking at culture and identity in Mexico and Canada. Sessions will examine what it means to be Mexican and what it means to be Canadian, from a national perspective as well as from local, regional, and community perspectives.

By meeting with various government officials and community leaders, participating in academic discussions, attending cultural events, and visiting cultural institutions and historical sites, participants will learn first-hand about the contemporary cultures of Mexico and Canada and how the histories of the two countries have shaped these cultures. Participants will also visit primary and secondary schools and universities and have the opportunity to meet with educators in their field.

**Regions:**

The particular regions visited are subject to change, but will likely include the following:

Mexico- Oaxaca, Puebla, Querétaro, Guanajuato, Michoacán, and the Central Valley of Mexico.

The Seminar in Mexico will combine lectures, readings, academic discussions and visits to museums and institutions, as well as visits to schools, universities, community organizations, governmental and NGO offices. In Oaxaca the group will have the opportunity of visiting pre-Hispanic cities of the Zapotec culture. Regional cultural manifestations – music, dance, arts, and crafts- will be explored as an integral part of the seminar.

Canada- Participants will begin their visit in Ottawa, Canada's capital city, where they will be given a general overview of Canadian culture, politics, and history. Participants will likely then travel to Iqaluit, Nunavut in the Canadian arctic, where they will learn about Inuit culture. In Montreal, the second-largest French-speaking city in the world, sessions will focus on the relationship between language and identity in Canada. A few days in Quebec City and the nearby rural area of La Côte-de-Beaupré will allow participants to learn about the history of Quebec, Quebec politics (including the Quebec separatist movement), and the role of agriculture in Canadian culture. Day trips to Wendake, a Huron-Wendat community north of Quebec City, and Six Nations of the Grand River, an Iroquois reserve west of Toronto, will provide participants with a different perspective on identity and nationhood. Finally, in Canada's largest city, Toronto, participants will learn about multiculturalism in Canada and the economic forces that shape Canadian culture.

This seminar will be jointly administered by:

Fulbright Commission in Canada- <http://www.fulbright.ca/en/home.asp>

Fulbright Commission in Mexico-<http://www.comexus.org.mx/>

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**Seminar Title:**

**New Zealand Migrations: A Journey to New Understanding**

**Dates:**

Tentative dates: July 12 – August 19, 2004

**Program Content:**

The Aotearoa/New Zealand seminar is a demanding intellectual, physical and metaphorical journey that will offer participants a new understanding of the South Pacific and its peoples. Participants will acquire a broad understanding of the history, geography, environment and cultural development of New Zealand, the current challenges of bicultural and multiculturalism, and how they are being addressed in the New Zealand education system.

Participants will trace the migratory journey made by Polynesian peoples over hundreds of years. With special emphasis on the diversity of innovative educational approaches to bi-cultural and multi-cultural opportunities and issues, the seminar will explore ways of addressing the needs and enriching the lives of young people, with a focus on Maori and Polynesian peoples and the challenges they face in New Zealand today.

In New Zealand the seminar will begin in the far north at the Waitangi Treaty House in the Bay of Islands, where the nation was founded. Further learning about and experiencing Maori protocol and language will enhance participants' understanding of the customs and culture of New Zealand and will enable participants to feel comfortable during their journey.

Travelling south the participants will stop in Auckland, the largest Polynesian city in the world, which has a special cultural ambience and poses particular challenges for educators. Participants will be offered a wide choice of activities, school and site visits in Auckland.

Throughout the seminar, participants will meet with educators, teachers, students, academics, community leaders and New Zealanders from all walks of life. An understanding of New Zealand's history and heritage will be developed alongside the exposition of contemporary issues and approaches. The programme will weave cultural, economic, historical, geographical, environmental, linguistic, visual, creative, social and developmental strands together.

Academic and research institutions, universities and colleges of education will deliver the academic component of the seminar. A wide range of educational topics and educational initiatives will be explored including: education reform and self-managing schools; the national Curriculum Framework and assessment; environmental and adventure education; multi-cultural education; literacy and the teaching of reading and English for speakers of other languages. The programme will explore the Treaty of Waitangi and the development of cultural identity in New Zealand. Visits to primary and secondary schools will demonstrate the diversity of teaching and learning styles found in New Zealand. Participants will spend time in local classrooms, observing, teaching and interacting with New Zealand educators and children.

**NOTE:** The months of July and August are in the New Zealand winter. In order to be able to fully participate in the programme, members of the group will need to be physically fit and prepared for inclement weather. Participants will be housed in shared accommodation.

Fulbright New Zealand, <http://www.fulbright.org.nz/>, will administer the seminar on behalf of the United States Department of Education.

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**Seminar Title:**            **Thailand & Vietnam :Educational Challenges in the Mekong Region**

**Dates:**                      Approximate dates: late June – early August 2004

**Program Content:**

**THAILAND-** Chiang Mai and nearby cities (12 days)- The seminar will include orientation sessions, lectures and discussions with resource persons describing a vision of Thailand. These will involve the following topics: Thai history, society, politics, and the economy, as well as the various Thai regions and cultures, Thai lifestyle, the educational system and the Thai – U.S. bilateral relationship. Seminar participants will visit public and private elementary schools in the urban and rural areas, as well as regional education centers.

Visits will be arranged to religious and cultural sites, and to arts and crafts centers in Chiang Mai, Lumpoon, Chiang Rai, and the Mekong River. Participants will also experience site visits to the Royal Development Projects fostering traditional village craftsmanship and rural farming and take part in mini courses on Thai cooking, arts, and cultural practices. In addition, there will be an opportunity for a homestay experience among the ethnic minority Hill Tribes.

Sukothai – Sri – Satchanalai (2 days)-A visit to the World Heritage Site will be planned for seminar participants to witness the richness of Thai history and culture.

Bangkok and nearby cities (5 days)- Additional lectures and discussions will take place on Thailand education reform and strategic plans to enhance student learning and competitiveness with Ministry of Education senior officials and senior educators. Participants will have the opportunity to visit the Ministry of Education and other education offices as well as to visit area schools, the Grand Palace, museums, temples, and Ayudthaya, another world Heritage Site and the former capital city of Thailand.

**VIETNAM** (12 days)- Participants will spend twelve days in Vietnam, traveling to the following cities: Hanoi, Hue, Hoi An, and Ho Chi Minh City (formerly Saigon). Orientation sessions on the culture and languages of Vietnam will be provided and lectures arranged on topics related to Vietnamese education, politics, history, economy, and culture. Other program activities will include visits to various historical sites, elementary and secondary schools, and attendance at cultural performances. An excursion to a northern ethnic minority village will also be arranged.

The Thailand-United States Educational Foundation, <http://www.fulbrightthai.org/new/index.html>, will administer the seminar on behalf of the United States Department of Education.

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**Seminar Title:**                   **Where East Meets West: Turkey and Cyprus in the 21<sup>st</sup> Century**  
**Dates:**                           Tentative Dates: Late June- Early August 2004  
**Program Content:**

**Cyprus-** With a legacy of more than 10,000 years of history, Cyprus has many archaeological treasures including ancient amphitheaters, castles, mosaics and other monuments as well as an impressive rich cultural history. The island's prehistory runs as far back as the 8<sup>th</sup> millennium B.C. Today Cyprus is a modern country that effortlessly marries European culture with ancient enchantment. Cyprus has recently joined the European Union and expects to become a full member by May 2004.

The Cyprus Fulbright Commission will develop the academic phase of the Seminar, which will include class lectures, discussions, and meetings with the participants' counterparts, appointments with country specialists, and access to library facilities and other resources. The cultural phase of the program, will involve a tour of the most important places around Cyprus including visits to several ancient and historical sites. Professional guides will give lectures throughout the tour. The objective of the seminar is to provide a broad introductory cultural orientation to Cyprus in addition to the academic training that will be offered to the participants. Specialist speakers will be brought in to lecture in various fields including History, Archaeology, the Arts, Economics, and Conflict Resolution.

**Turkey-**Turkey also has a history that goes back over 10,000 years. Starting with the Hittites, empires have been created, destroyed, consolidated, and segmented. The influence of the peoples that have inhabited the land is present in everyday society. The purpose of the seminar is to acquaint participants with the culture, traditions, history, and the current agenda of one of the largest countries in this part of the world.

Turkey has always been a bridge across continents and cultures. While the country boasts a glorious past encompassing the remnants of such diverse cultures as the Hittites, ancient Greeks, and Romans, for well over a thousand years it has been the home of the Turks. Since the early part of the 20<sup>th</sup> century, Turkey has embarked on a serious effort of Westernization and modernization. Today one can see the most advanced examples of Western culture and technology along with the Eastern cultural heritage of the Ottoman past. The centuries old mosques, palaces, and bazaars provide an exotic backdrop for the busy and modern parts of the high-rise dotted downtown areas of its large urban centers.

The first 10-12 days will take place in and around the capital, Ankara. This will provide the participants with in-depth background information on the history, politics, religion, and the cultural life of the country. The visits to historical sites and lectures will be complemented with activities that involve the participant in various aspects of the culture. Finally the participants will spend one week in Istanbul where they will visit schools and universities as well as cultural and historical treasures and museums.

This seminar will be jointly administered by: The Fulbright Commission in Cyprus- <http://www.fulbright.org.cy>; The Fulbright Commission in Turkey- <http://www.fulbright.org.tr>

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**Seminar Title:** Japanese Language  
**Dates:**  
**Awards:** 3  
**Qualifications:**

**Teachers of Japanese at the elementary, middle or high school level, who have taught Japanese for a minimum of two years in the U.S. and whose proficiency is Level 3 or above in the Japanese Language Proficiency Test.**

**Program Content:**

The 8-week seminar is designed to provide intensive courses in teaching methodology for non-native teachers of Japanese Language. The seminar will be conducted mostly in Japanese. The program will consist of lectures and discussion on syntactic and semantic analysis of Japanese within the framework of current linguistic theory; teaching spoken and written patterns; and readings and discussion. Some sessions will be devoted to the study of Japanese culture and society. The seminar will include school visits, seeing a traditional theatrical performance and other cultural activities.

The award includes tuition and fees, room and board, overseas travel accident insurance, round trip economy airfare from the airport nearest the participant's home, and program related travel within Japan.

NOTE: The Japan Foundation will make final decisions regarding participation. The U.S. Department of Education will make recommendations only. The Japan Foundation also offers a 3-week seminar (early July to late July) to teachers of Japanese at the elementary, middle or high school level. For more information on the 3-week program contact The Japan Foundation Language Center, Los Angeles Office, 333 South Grand Avenue, Suite 2250, Los Angeles, CA 90071. tel- 213-621-2267, fax 213-621-2590

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## Secondary and Postsecondary Seminars

### Qualifications:

- High School Educators in fields relating to in the fields of social sciences, humanities, including languages.
- Administrators or Curriculum Specialists who have responsibility for curriculum in the fields of social sciences, humanities, including languages.
- Faculty or Administrators from public or private, 2- or 4-year institutions of higher education whose discipline is related to humanities, languages and/or area studies.
- Museum Educators or Media Specialists who have responsibility for curriculum in the fields of social sciences, humanities, including languages.

### Seminar Title:

**Southern Cone Exploration: Argentina and Peru**

### Dates:

Tentative Dates: Late June-Early August 2004

### Program Content:

**Peru-** The purpose of the Seminar is to provide participants with the opportunity to appreciate first hand the challenges facing present day Peru through a guided exploration of the country's history. The program will consist of a series of interactive seminars, workshops, and lectures with leading scholars from Peru's academic community as well as field visits to southern Peru and Lima. The field visit to southern Peru will focus on the departments of Arequipa, Cusco and Puno, where the most vibrant expressions of the country's cultural heritage are found.

The participants will visit monument sites, both in the urban areas and in nearby historical towns, and interact with Peruvian specialists in history, art, architecture, and economic and public policy to acquire an insight into the challenges facing Peruvian culture in the third millennium.

The focus of the seminar's activities will be in Lima and southern Peru. Participants will have improved their knowledge of Peru and acquire material that will enable them to enrich their educational curriculum. It is hoped that a result of the seminar a valuable contribution to fostering educational and cultural understanding between the peoples of Peru and the US and improving the understanding of our societies will have been made.

**Argentina.-** The objective of this program is to offer participants the opportunity to reach a greater understanding of Argentina today through a trip into the country's past. Such journey will include a cultural, political, and social exploration of Argentina's diverse regions.

The seminar will start in Buenos Aires. A cosmopolitan, sprawling megalopolis, it is one of the world's major ports, as well as the national center of commerce, industry, politics and culture. This phase of the seminar will consist of a series of lectures, panels, and general discussions on different aspects of Argentine history, economy, politics, culture, education, and society. Cultural activities and field trips outside of Buenos Aires will supplement academic lectures.

The second phase of the program will be spent traveling to different regions of the country to familiarize participants with its geographical and cultural diversity. This part of the seminar will include visits to sites of cultural and historical importance combined with lectures and discussion panels that will expand on the topics covered during the introduction.

This seminar will be jointly administered by:

The Fulbright Commission in Peru- <http://www.fulbright.org.tr/>

The Fulbright Commission in Argentina- <http://www.fulbright.edu.ar/>

### Seminar Title:

**Bulgaria and the New Challenges of the 21<sup>st</sup> Century**

### Dates:

Tentative Dates: July-August 2004

### Program Content:

The seminar in Bulgaria will assist U.S. high school, college, and university faculty to expand their knowledge of Bulgaria in the context of the most recent changes taking place in Southeast Europe and the world at large. The Fulbright Commission in Bulgaria view the participants as potential friends of Bulgaria who, upon their return to the

U.S., would share their experiences with their respective communities and create a positive interest in Bulgaria, thus promoting the cause of mutual understanding between the two nations.

The program will consist of academic and travel components. The academic phase will include lectures, discussions, workshops and meetings which will introduce the participants to the rich history and culture of Bulgaria, its political, economic and educational system with a special focus on the overall structural reform of Bulgarian society and its efforts to become a full member of the European Union and NATO. Attention will be given to the main socio-economic issues accompanying reform, e.g. the demographic situation, women's problems, and ethnic minorities. Participants will have an opportunity to meet with high-ranking representatives of the Bulgarian government, Parliament, the Ministry of Foreign Affairs and the Ministry of Education and Science, distinguished academics, teachers and educational leaders. Visits will be arranged to major educational institutions at high school, college and university levels.

The travel component will include trips to important and interesting cultural and educational centers in the country and natural sights, e.g. Plovdiv, Veliko Turnovo, Varna , Burgas, the Rila Monastery, the Balkan Mountains, the Rhodope Mountains, the Black sea resorts. Participants will also be able to meet local administrators, businessmen, high school teachers, and university faculty, artists and musicians.

The Fulbright Commission in Bulgaria will administer this seminar: <http://www.fulbright-bg.org/>

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**Seminar Title:** “History and Culture in China: Social Trends/Popular Culture Focus”

**Dates:** Tentative dates: June 25 – July 29, 2004

**Program Content:**

China is one of the most rapidly changing countries in the world today. Economic reform has precipitated major changes in Chinese society, and this program will focus on them. Lectures on history, economics, politics and culture will provide a context in which to view contemporary China; particular emphasis will be placed on social issues and trends, including those facing women and youth and on current developments in popular culture, such as entertainment and the media. The program will also explore issues of population, minorities, environmental protection, education, unemployment, and the social safety net. Site visits will be arranged to places of historic importance as well as to institutions that reflect current culture and society. Every effort will be made to schedule the program to begin in time to allow these visits to take place before Chinese schools close for the summer vacation.

Shanghai will be the first stop on the program. Lectures on Chinese history, politics, economics, art, and culture will be given at one of the country’s many excellent universities. Of particular interest will be exposure to the 19<sup>th</sup> and 20<sup>th</sup> century history of the nation, including colonial involvement in China, the rise of the union movement, and the birth of the Chinese Communist Party. Modern culture will also be a focus in this exciting, dynamic city. In addition, each participant will spend a day with a family whose child will be participating in an exchange program to the United States.

Xi’an, the “cradle of Chinese civilization,” is located in central China and served as the capital for eleven dynasties. The program in Xi’an will include several of the city’s outstanding museums, Neolithic archeological sites, the burial site of Emperor Qin Shi Huangdi with its terracotta warriors, the Mosque and Muslim quarter, and a movie studio.

Beijing, the capital of China, is home to many leading universities, government offices and places of historic and cultural interest. Participants will visit the Great Wall, the Forbidden City, the Summer Palace, the Temple of Heaven, Yong He Gong (a Lama Buddhist temple), a newspaper, and an artists’ colony. A fourth city, possibly Kunming, Chengdu, or Guilin, will also be added to the itinerary.

At the end of the seminar, participants may have the option of visiting Hong Kong, partially at their own expense. Those who do so will spend 3-4 days attending meetings to discuss various aspects of society in Hong Kong and will visit its culturally significant sites.

The National Committee on United States-China Relations, <http://www.ncuscr.org/>, will administer the seminar on behalf of the United States Department of Education.

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**Seminar Title:**        **“The Triumphs and Challenges of Women in Morocco”**

**Dates:**                Approximate dates: late June - end July 2004 (6 weeks)

4 weeks scheduled activities, 2 weeks independent curriculum project research

**Program Content:**

This seminar will give participants the chance to develop a broad appreciation for the history and Arab-Islamic culture of the Kingdom of Morocco whose friendly relations with the United States date back over 200 years. More specifically, the seminar will focus on the changing role and status of women in Morocco. Among the questions to be explored are the following: What are the traditional roles historically assigned to Moroccan women? What new opportunities opened up for Moroccan women following independence from France in 1956? What are the main cultural, religious, legal, and political factors that influence the role and status of women in Morocco today? What are the areas where women have made particular progress? What are the most salient challenges faced by Moroccan women today? What are some of the forces pushing for improvement in the status of women and for widening the scope of their participation in the development of Morocco?

The seminar will begin with a two-day pre-departure orientation on a U.S. university campus during which participants will be given a general introduction to North Africa with emphasis on placing gender-related issues within the broader context of the Arab and Islamic Worlds. The first week in Morocco will be spent in the capital, Rabat, and devoted to an intensive language and cultural orientation program designed to prepare participants for the three-weeks of in-country travel which follows. In addition to a semi-intensive course in survival Moroccan Arabic, the in-country orientation will consist of a series of lectures designed to reinforce and expand upon pre-departure readings covering a broad range of topics including pre- and post-independence history, the country’s complex linguistic situation, the evolving multi-party political system, the legal and cultural ramifications of Islam, and educational reform.

The travel phase of the seminar will be integrated into the overall academic curriculum with lectures and site visits conducted by highly qualified speakers including academics, activists and representatives from the public and private sectors. Among the topics covered will be women and education, the participation of women in politics and in civil society, varying perceptions of the West among Moroccan women, Western misconceptions about women in the Muslim world, women’s rights and the reform of Morocco’s personal status code, and the expanding role of women as leaders in government and business. The group will visit the “Imperial Cities” of Meknes, Fez and Marrakesh to explore the historical monuments and cultural refinements of Morocco’s millennial civilization and Morocco’s industrial and commercial heart, Casablanca, which boasts the largest mosque in Africa. Rural areas visited will include the Middle Atlas mountains, an agricultural community south of Marrakesh and oasis villages in the Sahara desert. In the Middle Atlas town of Ifrane, the group will visit Al Akhawayn University, a recently established American-style university which is home to the Women’s Empowerment Center. The group will also get a chance to visit several NGO’s run by women and for women in both urban and rural settings. Participants will meet with representatives of the U.S. diplomatic mission, including USAID (which is involved in a number of projects relevant to women), the Public Affairs Section and Peace Corps (which has volunteers involved in many grass-roots projects aimed at empowering rural women). In addition, a four-day homestay will be arranged with Moroccan families in order to provide participants with an intimate window onto Moroccan family life, culture and customs.

The Moroccan-American Commission for Educational and Cultural Exchange, <http://macece.bizland.com/home.html>, will administer the seminar on behalf of the United States Department of Education.

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**Seminar Title** “South Africa 1994-2004: A Decade of Opportunities & Challenges for Its Youth”

**Dates:** Tentative dates: July 21 - August 22, 2004

**Program Content:**

The South African seminar will be held amidst celebrations of the 10th anniversary of the “new” South Africa, and will have a specific focus on youth issues. Participants will not only gain a broad understanding of the developments in South Africa since 1994, but will also be able to get an understanding of the developments specific to the youth of the country. “Youth” is generally defined within the age group of 14 to 28.

Special emphasis will be placed on participants having direct contact with various youth groups, and individuals or organizations working with and for the youth in South Africa. This will enable participants to draw comparisons between South African and American youth, and may even encourage the establishment of communication networks between youth communities in both countries.

The seminar will begin with an orientation in the economic heartland of South Africa, the province Gauteng, where, through lectures by international experts, tours and personal meetings, participants will gain a background knowledge of the exciting, yet challenging lives of South African youth, that will prepare them for the weeks ahead.

During the course of the seminar, participants will travel to four provinces in South Africa. In Gauteng province (mainly Johannesburg and Pretoria), youth development programmes, skills training and urbanization will be highlighted and the schedule will also include meetings with the Nelson Mandela Children’s Fund, and visits to television and radio productions of youth programmes. In Limpopo province (capital Polokwane), the programme will focus on tourism and youth, and on rural development, and will also include a visit to Kruger National Park. In this province, the group will be mainly exposed to Tsonga, Venda, and Sepedi cultures. In KwaZulu-Natal province (mainly Durban and Ulundi), peace processes steered by the youth following the early 90’s political violence incidents, and diversity will be addressed, and participant will have the opportunity to learn about Zulu and Indian cultures. Lastly, in the Western Cape, the seminar will focus on gangsterism programmes, diversity and youth arts and culture, and will also include visits to the South African Parliament, Robben Island, Table Mountain, and the Cape of Good Hope. The Wesern Cape has a diverse culture, but the main groups include Afrikaners; descendants of British Settlers; descendants of French Huguenots; the group formerly classified as “coloureds” with its own cultural identity; the Khoi-San, descendants of the oldest ethnic group in South Africa; and the Xhosa, who mainly migrated from the Eastern Cape province.

Participants will not only interact with academic experts, but also with youth from different cultures, political and language groups, and socio-economic backgrounds. Visits to high schools and tertiary institutions will be organized to enable participants to meet with fellow educators and to have classroom experiences in South Africa.

Participants will take home practical ideas related to the democratic processes in South Africa, developments over the past ten years since the abolishment of apartheid, youth development programmes, and life of a young person on the southern tip of Africa, all of which may be immediately implemented in the classroom and curriculum.

The South Africa-United States Fulbright Commission, <http://www.fulbright.org.za/>, will administer the seminar on behalf of the United States Department of Education.

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### **Application Transmittal Instructions**

**ATTENTION ELECTRONIC APPLICANTS:** Please note that you must follow the Application Procedures as described in the Federal Register notice announcing the grant competition. Some programs may require electronic submission of applications, and those programs will have specific requirements and waiver instructions in the Federal Register notice.

An original and two copies of an application for an award must be mailed or hand-delivered by the application deadline date unless it is submitted electronically.

### **Applications Submitted Electronically**

You must submit your grant application through the Internet using the software provided on the e-Grants Web site (<http://e-grants.ed.gov>) by 4:30 p.m. (Washington, DC time) on the application deadline date. The regular hours of operation of the e-Grants website are 6:00 a.m. Monday until 7:00 p.m. Wednesday; and 6:00 a.m. Thursday until midnight Saturday (Washington, DC time). Please note that the system is unavailable on Sundays, and after 7:00 p.m. on Wednesday for maintenance (Washington, DC time). Any modifications to these hours are posted on the e-Grants Web site.

If you submit your application through the Internet via the e-Grants Web site, you will receive an automatic acknowledgment when we receive your application.

### **Applications Delivered by Mail**

Applications sent by mail must be addressed to:

**U.S. Department of Education  
Application Control Center  
Attention: 84.018  
7<sup>th</sup> & D Streets, SW, Room 3671  
Regional Office Building 3  
400 Maryland Avenue, SW.  
Washington, D.C. 20202-4725**

Applicants must show proof of mailing consisting of one of the following:

- (1) A legibly dated U.S. Postal Service Postmark
- (2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.
- (3) A dated shipping label, invoice, or receipt from a commercial carrier
- (4) Any other proof of mailing acceptable to the U.S. Secretary of Education

If an application is sent through the U.S. Postal Service, the Secretary does not accept either of the following as proof of mailing:

- (1) A private metered postmark, or
- (2) A mail receipt that is not dated by the U.S. Postal Service

Applicants should note that the U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, you should check with your local post office.

If you send your application by mail or if you or your courier deliver it by hand, the Application Control Center will mail a Grant Application Receipt Acknowledgment to you. If you do not receive the notification of application receipt within 15 days from the mailing of the application, you should call the U.S. Department of Education Application Control Center at (202) 708-9493.

You must indicate on the envelope and—if not provided by the Department—in Item 4 of the Application for Federal Education Assistance (ED 424 (exp. 11/30/2004)) the CFDA number – and suffix letter, if any – of the competition under which you are submitting your application.

If your application is late, we will notify you that we will not consider the application.

### **Applications Delivered by Hand/Courier Service**

An application that is hand-delivered must be taken to:

**U.S. Department of Education  
Application Control Center  
Room 3671  
Regional Office Building 3  
7th & D Streets, SW.  
Washington, D.C. 20202-4725**

The Application Control Center accepts deliveries daily between 8:00 a.m. and 4:30 p.m. (Washington, D.C. time), except Saturdays, Sundays and Federal holidays.

The Center accepts application deliveries must use the D Street entrance only. A person delivering an application must show identification to enter the building.

Applications Available: August 18, 2003.

**Page Limit:** The application narrative is where you, the applicant, address the selection criteria that reviewers use to evaluate your application. Double space (no more than three lines per vertical inch) all text in the application narrative, including titles, headings, footnotes, quotations, references, and captions. Use a font that is either 12-point or larger or no smaller than 10 pitch (characters per inch). However, you must include your complete response to the selection criteria in the application narrative.

#### **Application Procedures**

The Government Paperwork Elimination Act (GPEA) of 1998, (Pub. L. 105–277) and the Federal Financial Assistance Management Improvement Act of 1999 (Pub. L. 106–107) encourage us to undertake initiatives to improve our grant processes. Enhancing the ability of individuals and entities to conduct business with us electronically is a major part of our response to these Acts. Therefore, we are taking steps to adopt the Internet as our chief means of conducting transactions in order to improve services to our customers and to simplify and expedite our business processes.

**Note:** We are requiring that applications for grants for FY 2004 under the SA Program be submitted electronically using e-Application available through the Department's e-GRANTS system.

The e-GRANTS system is accessible through its portal page at: <http://e-GRANTS.ed.gov>.

An applicant who is unable to submit an application through the e-GRANTS system may submit a written request for a waiver of the electronic submission requirement. In the request, the applicant should explain the reason or reasons that prevent the applicant from using the Internet to submit the application. The request should be addressed to: Fulbright-Hays Seminars Abroad Program, U.S. Department of Education, 1990 K Street, NW, 6<sup>th</sup> Floor, Washington, DC 20006–8521. Please submit your request no later than two weeks before the application deadline date. If, within two weeks of the application deadline date, an applicant is unable to submit an application electronically, the applicant must submit a paper application by the application deadline date in accordance with the transmittal instructions in the application package. The paper application must include a written request for a waiver documenting the reasons that prevented the applicant from using the Internet to submit the application.

#### **Pilot Project for Electronic Submission of Applications**

In FY 2004, the Department is continuing to expand its pilot project of electronic submission of applications to include additional formula grant programs and additional discretionary grant competitions. The SA Program— is one of the programs included in the pilot project. If you are an applicant under the SA Program, you must submit your application to us in electronic format or receive a waiver.

The pilot project involves the use of the Electronic Grant Application System (e-Application). Users of e-Application will be entering data on-line while completing their applications. You may not e-mail a soft copy of a grant application to us. The data you enter online will be saved into a database. We request your participation in e- Application. We shall continue to evaluate the success of e-Application improvement. If you participate in e-Application, please note the following:

When you enter the e-Application system, you will find information about its hours of operation. We strongly recommend that you do not wait until the application deadline date to initiate an e-Application package.

Application Deadline Date: October 17, 2003

#### **Extension in Case of System**

e-Application system is unavailable, we will grant you an extension of one business day in order to transmit your application electronically, by mail, or by hand delivery. For us to grant this extension—

You must be a registered user of e-Application, and have initiated an e-Application for this competition; and

(a) The e-Application system must be unavailable for 60 minutes or more between the hours of 8:30 a.m. and 3:30 p.m., Washington, DC, time, on the application deadline date; or Unavailability: If you are prevented from submitting your application on the application deadline date because the (b) The e-Application system must be unavailable for any period of time / Notices during the last hour of operation (that is, for any period of time between 3:30 and 4:30 p.m., Washington, DC, time) on the application deadline date.

The Department must acknowledge and confirm these periods of unavailability before granting you an extension. To request this extension or to confirm the Department's acknowledgement of any system availability, you must contact either (1) The person listed elsewhere in this notice under **FOR FURTHER INFORMATION CONTACT** or (2) the e-GRANTS help desk at 1–888–336–8930.

You may access the electronic grant application for the SA Program at: <http://e-grants.ed.gov>.

<div>U.S. Department of Education Washington, DC 20006</div> <div>APPLICATION FOR FULBRIGHT-HAYS SEMINARS ABROAD PROGRAM (P.L. 87-256, as amended) PART A. APPLICATION INFORMATION</div>		<div>FORM APPROVED OMB NO. 1840-0501</div> <div>EXPIRATION DATE: 07/31/2003</div>										
<p>According too the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0501. The time required to complete this information collection is estimated to average four hours per response, including the time to review instruction, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to International Education and Graduate Programs Service, U.S. Department of Education, 1990 K Street, NW – 6<sup>th</sup> Floor, Washington, DC 20006-8521.</p>												
<div>1. Applicant's Basic Data (please print or type)</div>												
<div>A. Name: _____ B. ____Mr. ____Mrs. ____ Ms. ____ Dr. <small>(Last) (First) (M.I.)</small></div> <div>C. Home Address: _____ <small>(Number and Street including Apt. #)</small></div> <div>_____ <small>(City) (State) (Zip Code)</small></div> <div>D. Home Telephone: _____ E. Date of Birth: __ - __ - 19__ F. Social Security # _____ <small>(MM/ DD/ CC YY)</small></div> <div>G. Home email: _____</div>												
<div>H. Seminar Preference</div> <table border="1"><tr><td>First Choice</td><td></td></tr><tr><td>Second Choice</td><td></td></tr><tr><td>Third Choice</td><td></td></tr></table>		First Choice		Second Choice		Third Choice		<div>I. U.S. Citizen</div> <table border="1"><tr><td>____ Yes ____ No</td></tr><tr><td>Permanent Resident (If not a U.S. Citizen)</td></tr><tr><td>____ Yes ____ No</td></tr></table>	____ Yes ____ No	Permanent Resident (If not a U.S. Citizen)	____ Yes ____ No	<div>J. Veteran's Status</div> <div>If "Yes", and honorably discharged, check <input type="checkbox"/></div> <div>K. Education</div> <div>Please circle</div> <div>B.A./ B.S. M.A./M.S. Doctoral Other</div>
First Choice												
Second Choice												
Third Choice												
____ Yes ____ No												
Permanent Resident (If not a U.S. Citizen)												
____ Yes ____ No												
<div>L. Emergency Contact</div> <div>Name: _____ Relationship: _____ <small>(Last) (First) (M.I.)</small></div> <div>Home Address: _____ <small>(Number and Street including Apt. #)</small></div> <div>_____ <small>(City) (State) (Zip Code)</small></div>												
<div>2. Previous Federal Government Educational Exchange Grant ____ Yes ____ No If yes, please give the following information: (use additional pages if necessary)</div> <table border="1"><tr><td>Title of Grant/Award Date of Award</td><td>Agency</td><td>Host Country</td></tr></table>			Title of Grant/Award Date of Award	Agency	Host Country							
Title of Grant/Award Date of Award	Agency	Host Country										

**Part A. Application Information (Con't)****3. Present Employment**

Number of years in present position \_\_\_\_\_ Full Time \_\_\_\_\_ Part Time

A. Position Title: \_\_\_\_\_ Date of Employment: \_\_\_\_ \_\_\_\_ \_\_\_\_

Name of Institution/School: \_\_\_\_\_

Address \_\_\_\_\_

(City)

(State)

(Zip)

Telephone Number: \_\_\_\_\_ Fax Number: \_\_\_\_\_ E-mail: \_\_\_\_\_

**Academic Level Taught**

(Please check the appropriate academic level)

Elementary School (K – 5<sup>th</sup>) \_\_\_\_\_Middle School (6<sup>th</sup> – 8<sup>th</sup>) \_\_\_\_\_Secondary School (9<sup>th</sup> – 12<sup>th</sup>) \_\_\_\_\_

Postsecondary (2yr.) \_\_\_\_\_

Postsecondary (4yr.) \_\_\_\_\_

Curriculum Specialist \_\_\_\_\_

Other: \_\_\_\_\_

**Technical Review Form**

You will be evaluated by the following selection criteria.  
Please complete the following pages to the best of your ability.

1. Curriculum Vitae	20 points
2. International Experience	20 points
3. Demonstrated Need	25 points
4. Project plan and implementation	25 points
5. References	10 points
Total	100 points

**Evaluation Criterion: Curriculum Vitae:** This section is worth 20 points.

1. PLEASE INCLUDE A COPY OF YOUR C.V. Your c.v. should contain the following pieces of information: current position, previous experience, professional initiatives, honors, awards, and involvement in educational/professional organizations, and impact in and beyond the classroom.

**Evaluation Criterion: International Experience:** This section is worth 20 points.

2. PLEASE COMMENT ON YOUR ABILITY TO LEARN FROM INTERNATIONAL AND/OR INTERCULTURAL EXPERIENCES THAT YOU HAVE HAD. (Relevant background includes travel, formal study, demonstrated ability to adapt to/with new cultures).

**Evaluation Criterion: Demonstrated Need:** This section is worth 25 points.

3. EXPLAIN YOUR NEED FOR THIS OVERSEAS EXPERIENCE AND WHY YOU WANT TO PARTICIPATE IN THE SEMINAR (S) YOU SELECTED. Indicate why you require greater knowledge of the host country (ies) by traveling overseas. Include a discussion on what aspects of the society (ies) you are interested in learning about. You must demonstrate a direct connection between the seminar and your current teaching and/or administrative responsibilities.

**PLEASE ADDRESS ALL COUNTRY CHOICES**



**Evaluation Criterion:** Project plan and implementation: This section is worth 25 points.

4. DESCRIBE HOW YOU PLAN TO INCORPORATE THE SEMINAR EXPERIENCE INTO YOUR PROFESSIONAL WORK TO ENHANCE INTERNATIONAL, INTERCULTURAL UNDERSTANDING. (such as teaching, curriculum development, and outreach activities).

**5. Reference Forms- Part 1**  
**Evaluation Criterion: This section is worth 10 points.**

**Applicant Name:** \_\_\_\_\_

**First Country Choice:** \_\_\_\_\_

Suitability and adaptability for participation in a seminar abroad.

**PART B-1. SUPERVISOR REFERENCE FORM FOR APPLICANT**

The applicant should attach this completed form (1 original and 2 copies) to the application in sealed envelopes signed by the references themselves.

Is the applicant a full time teacher, administrator, faculty, or staff member? Yes ☐ No ☐

Please draft a letter responding to the following criteria for the applicant:

- Knowledge of specific field
- Ability to work with colleagues, including those with differing views, and or different backgrounds
- Ability to communicate effectively
- Adaptability
- Leadership
- Resourcefulness
- Impact, in and beyond the classroom
- Ability to work and travel in a group setting
- Impression which will be made abroad as a US citizen
- Ability to exercise sound judgment

Additional comments on the applicants' professional competence, experience, accomplishments, and personal qualities. Also, indicate any limitations.

Use Additional page if necessary.

**Reference Forms- Part 2**

**Applicant Name:** \_\_\_\_\_

**First Country Choice:** \_\_\_\_\_

**PART B-2. REFERENCE FORM FOR APPLICANT**

The applicant should attach this completed form (1 original and 2 copies) to the application in sealed envelopes signed by the references themselves.

Please draft a letter responding to the following criteria for the applicant:

Knowledge of specific field

Ability to work with colleagues, including those with differing views, and or different backgrounds

Ability to communicate effectively

Adaptability

Leadership

Resourcefulness

Impact, in and beyond the classroom

Ability to work and travel in a group setting

Impression which will be made abroad as a US citizen

Ability to exercise sound judgment

Use additional page if necessary.

**Reference Forms- Part 3**

**Applicant Name:** \_\_\_\_\_

**First Country Choice:** \_\_\_\_\_

**PART B-3. REFERENCE FORM FOR APPLICANT**

The applicant should attach this completed form (1 original and 2 copies) to the application in sealed envelopes signed by the references themselves.

Please draft a letter responding to the following criteria for the applicant:

Knowledge of specific field

Ability to work with colleagues, including those with differing views, and or different backgrounds

Ability to communicate effectively

Adaptability

Leadership

Resourcefulness

Impact, in and beyond the classroom

Ability to work and travel in a group setting

Impression which will be made abroad as a US citizen

Ability to exercise sound judgment

Use additional page if necessary.

**Evaluation Criteria- Japanese Language Seminar ONLY**  
**PART C. FOREIGN LANGUAGE PROFICIENCY REFERENCE**  
**JAPAN SEMINAR**

**Applicant Name:**

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**INSTRUCTIONS:** To be completed by a college/university language teacher and returned to the applicant.

Under Section 552 a(d) of the Privacy Act, the content of this form is subject to review by the applicant.

**SPEAKING AND LISTENING (Check One)**

- ☐ Unable to function in the spoken language
  - ☐ Able to satisfy basic survival needs and maintain very simple conversation in familiar topics
  - ☐ Able to satisfy routine social demands and limited work requirements
  - ☐ Able to participate effectively in most formal and informal conversations on practical and social topics and on professional topics in restricted contexts
  - ☐ Able to use the language fluently and accurately on all levels normally pertinent to professional needs
  - ☐ Use of language is functionally equivalent to a well-educated native speaker
- 

**READING (Check One)**

- ☐ No practical ability to read the language
- ☐ Sufficient comprehension to read very simple connected written material in a form equivalent to usual printing or typescript
- ☐ Sufficient comprehension to read simple, authentic texts on subjects within a familiar context
- ☐ Able to read within a normal range of speed and with almost complete comprehension a variety of authentic prose material on unfamiliar subjects, as well as technical material
- ☐ Able to read fluently and accurately all styles and forms of the language pertinent to professional needs, including all materials in one's special field
- ☐ Reading proficiency is functionally equivalent to a well-educated native speaker

Please indicate briefly how the evaluation was determined (e.g., 2 years of coursework, a test, etc.)

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Name	Signature	Date
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Institution	Department	Position or Title
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## **CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

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### **1. LOBBYING**

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

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### **2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS**

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
  - (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
  - (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and
  - (d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and
- B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

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### **3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

- (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- (b) Establishing an on-going drug-free awareness program to inform employees about:
  - (1) The dangers of drug abuse in the workplace;
  - (2) The grantee's policy of maintaining a drug-free workplace;
  - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
  - (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs

(a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Check ☐ if there are workplaces on file that are not identified here.

### **DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT/ PR/ AWARD NUMBER AND / OR PROJECT NAME:

**FULBRIGHT-HAYS SEMINARS ABROAD PROGRAM – CFDA NO. 84.018**

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE: **NOT APPLICABLE**

SIGNATURE:

DATE:

ED 80-0013

12/98

### **Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion -- Lower Tier Covered Transactions**

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

#### **Instructions for Certification**

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.

2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to whom this proposal is submitted for assistance in obtaining a copy of those regulations.

5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled ☐ Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.

8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which does a prudent person in the ordinary course of business dealings normally possess.

9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment **Certification**.

(1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

(2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

NAME OF APPLICANT/ PR/ AWARD NUMBER AND/OR PROJECT: <b>FULBRIGHT-HAYS SEMINARS ABROAD PROGRAM- CFDA 84.018</b>	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE:	<b>NOT APPLICABLE</b>
SIGNATURE :	DATE:





### Certification of Eligibility for Federal Assistance in Certain Programs

I understand that 34 CFR 75.60, 75.61, and 75.62 require that I make specific certifications of eligibility to the U.S. Department of Education as a condition of applying for Federal funds in certain programs and that these requirements are in addition to any other eligibility requirements that the U.S. Department of Education imposes under program regulations. Under 34 CFR 75.60 – 75.62:

I. I certify that

A. I do not owe a debt, or I am current in repaying a debt, or I am not in default (as that term is used at 34 CFR Part 668) on a debt:

1. To the Federal Government under a nonprocurement transaction (e.g., a previous loan, scholarship, grant, or cooperative agreement); or
2. For a fellowship, scholarship, stipend, discretionary grant, or loan in any program of the U.S. Department of Education that is subject to 34 CFR 75.60, 75.61, and 75.62, including:
  - Federal Pell Grant Program (20 U.S.C. 1070a, et seq.);
  - Federal Supplemental Educational Opportunity Grant (SEOG) Program (20 U.S.C. 1070(b), et seq.);
  - State Student Incentive Grant Program (SSIG) 20 U.S.C. 1070c, et seq.);
  - Federal Perkins Loan Program (20 U.S.C. 1087aa, et seq.);
  - Income Contingent Direct Loan Demonstration Project (20 U.S.C. 1087a, note);
  - Federal Stafford Loan Program, Federal Supplemental Loans for Students [SLS], Federal PLUS, or Federal Consolidation Loan Program (20 U.S.C. 1071, et seq.);
  - Cuban Student Loan Program (20 U.S.C. 2601, et seq.);
  - Robert C. Byrd Honors Scholarship Program (20 U.S.C. 1070d-31, et seq.);
  - Jacob K. Javits Fellows Program (20 U.S.C. 1134h-1134l);
  - Patricia Roberts Harris Fellowship Program (20 U.S.C. 1134d-1134g);
  - Christa McAuliffe Fellowship Program (20 U.S.C. 1105-1105l);
  - Bilingual Education Fellowship Program (20 U.S.C. 3221-3262);
  - Rehabilitation Long-Term Training Program (29 U.S.C. 774(b));
  - Paul Douglas Teacher Scholarship (20 U.S.C. 1104, et seq.);
  - Law Enforcement Education Program (42 U.S.C. 3775);
  - Indian Fellowship Program (29 U.S.C. 774(b));

OR

B. I have made arrangements satisfactory to the U.S. Department of Education to repay a debt as described in A.1. or A.2. (above) on which I had not been current in repaying or on which I was in default (as that term is used in 34 CFR Part 668).

II. I certify also that I have not been declared by a judge, as a condition of sentencing under section 5301 of the Anti-Drug Abuse Act of 1988 (21 U.S.C. 862), ineligible to receive Federal assistance for the period of this requested funding.

I understand that providing a false certification to any of the statements above makes me liable for repayment to the U.S. Department of Education for funds received on the basis of this certification, for civil penalties, and for criminal prosecution under 18 U.S.C. 1001.

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Name or Number of the USDE program under which this certification is being made: **FULBRIGHT-HAYS SEMINARS ABROAD PROGRAM, CFDA NO. 84.018**

**Notice to Applicants:**  
**The Government Performance and Results Act (GPRA)**

**What is GPRA?**

The Government Performance and Results Act of 1993 (GPRA) is a straightforward statute that requires all federal agencies to manage their activities with attention to the consequences of those activities. Each agency is to clearly state what it intends to accomplish, identify the resources required, and periodically report their progress to the Congress. In so doing, it is expected that the GPRA will contribute to improvements in accountability for the expenditures of public funds, improve congressional decision-making through more objective information on the effectiveness of federal programs, and promote a new government focus on results, service delivery, and customer satisfaction.

**How has the Department of Education Responded to the GPRA Requirements?**

As required by GPRA, the Department of Education has prepared a strategic plan for 2002-2007. This plan reflects the Department's priorities and integrates them with its mission and program authorities and describes how the Department will work to improve education for all children and adults in the U.S. The Department's goals, as listed in the plan, are:

Goal 1: Create a Culture of Achievement

Goal 2: Improve Student Achievement

Goal 3: Develop Safe Schools and Strong Character

Goal 4: Transform Education into an Evidence-based Field

Goal 5: Enhance the Quality of and Access to Postsecondary and Adult Education

Goal 6: Establish Management Excellence

The performance indicators for the International Education Programs are part of the Department's plan for meeting Goal 5: Enhance the Quality and Access to Postsecondary and Adult Education.

**What are the Performance Indicators for the International Education Programs?**

The Department's specific goal for the International Education Programs is "to meet the nation's security and economic needs through the development and maintenance of a national capacity in foreign languages, and area and international studies." The objective and performance indicators are as follows:

1. **Maintain a U.S. higher education system with the capacity to produce experts in less commonly taught languages and area studies who are capable of contributing to the needs of U.S. government, academic, and business institutions.**
  - (1.1) Title VI supported institutions provide the majority of the instruction in foreign languages, especially in less commonly taught languages.
  - (1.2) Percentage of graduates of Title VI supported programs report that they found employment that utilize their language and/or area expertise.

## IMPORTANT NOTICE TO PROSPECTIVE PARTICIPANTS IN U.S. DEPARTMENT OF EDUCATION CONTRACT AND GRANT PROGRAMS GRANTS

Applicants for grants from the U.S. Department of Education (ED) have to compete for limited funds. Deadlines assure all applicants that they will be treated fairly and equally, without last minute haste. For these reasons, ED must set strict deadlines for grant applications. Prospective applicants can avoid disappointment if they understand that:

**Failure to meet a deadline will mean that an applicant will be rejected  
without any consideration whatever.**

*The rules, including the deadline, for applying for each grant are published, individually, in the Federal Register. A one-year subscription to the Register may be obtained by sending \$340.00 to: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402-9371. (Send check or money order only, no cash or stamps.)*

The instructions in the Federal Register must be followed exactly. Do not accept any other advice you may receive. No ED employee is authorized to extend any deadline published in the Register.

Questions regarding submission of applications may be addressed to:

U.S. Department of Education  
Application Control Center  
Washington, D.C. 20202-4725

### CONTRACTS

Competitive procurement actions undertaken by the ED are governed by the Federal Procurement Regulation and implementing ED Procurement Regulation.

Generally, prospective competitive procurement actions are synopsisized in the Commerce Business Daily (CBD). Prospective offerors are therein advised of the nature of the procurement and where to apply for copies of the Request for Proposals (RFP).

Offerors are advised to be guided solely by the contents of the CBD synopsis and the instructions contained in the RFP. Questions regarding the submission of offers should be addressed to the Contracts Specialist identified on the face page of the RFP.

Offers are judged in competition with others, and failure to conform to any substantive requirements of the RFP will result in rejection of the offer without any consideration whatever.

Do not accept any advice you receive that is contrary to instructions contained in either the CBD synopsis or the RFP. No ED employee is authorized to consider a proposal that is non-responsive to the RFP.

A subscription to the CBD is available for \$208.00 per year via second-class mailing or \$261.00 per year via first class mailing. Information included in the Federal Acquisition Regulation is contained in Title 48, Code of Federal Regulations, Chapter 1 (\$49.00). The foregoing publication may be obtained by sending your check or money order only, no cash or stamps, to:

Superintendent of Documents  
U.S. Government Printing Office  
Washington, D.C. 20402-9371

In an effort to be certain this important information is widely disseminated, this notice is being included in all ED mail to the public. You may therefore, receive more than one notice. If you do, we apologize for any annoyance it may cause you.

## **2004 FULBRIGHT-HAYS SEMINARS ABROAD PROGRAM TERMS AND CONDITIONS OF THE AWARD**

- Seminar activities are very intensive and *attendance at all activities is required*. Being joined by dependents, relatives, or friends in the host country during the period of the seminar is not permitted.
- By accepting this award, the participant is agreeing that he/she is willing to endure certain discomforts that may arise, and that he or she is able to keep up with the high pace of the program.
- The candidate must be physically and psychologically able to participate in all phases of the seminar. Award recipients must provide a physician's statement to reflect participants readiness for travel
- Participants are required to contribute \$350.00 as a cost share to help defer the costs of the seminar program.
- Participants are responsible for additional expenses which may include the following: ♦passport and visa fees; ♦inoculations; ♦the purchasing of gifts to bring for any visits during the seminar; ♦charges for telephone calls and/or faxing to the overseas administering agency during the pre-departure period; ♦the purchasing of books/curriculum materials during the seminar; and ♦personal expenditures.
- All seminar participants are required to have health insurance that is valid in the host country (ies). The participant's insurance **must include emergency evacuation and repatriation of remains coverage**. If participant's current health insurance is not valid, he or she is required to purchase insurance through the United States Department of State (DOS) or some other group carrier. The cost of insurance through the DOS for the previous year ranged from \$52 to \$203 per person per month.
- Participants are **required** to complete one curriculum project that is relevant to institutions' use. The project will be facilitated by the U.S. Department of Education's administering agency in the host country (ies), and is due within 90 days of the seminar end date.
- Participants are required to share their curriculum projects with colleagues and conduct outreach activities in their schools, institutions, and communities upon return to the US. (Participants will be asked to submit a detailed dissemination report on how this was accomplished.)
- Participants are required to complete an evaluation of the seminar using a form provided by the US Department of Education.
- Travel must be taken in accordance with the ticket issued by the overseas administering agency. If participants wish to change their return travel itinerary, they may do so before leaving the U.S. provided the carrier agrees and the participant pays any additional costs.
- All announced seminars are subject to the availability of Federal funds and the cooperation of foreign nations. Seminars could be cancelled or changed due to a decrease in funding, situations in the host countries, or too few applications received.

### **THE J. WILLIAM FULBRIGHT FOREIGN SCHOLARSHIP BOARD** **STATEMENT OF THE RIGHTS AND RESPONSIBILITIES OF AMERICAN GRANTEES**

"Grants under the Mutual Educational and Cultural Exchange Act of 1961, as amended (Fulbright-Hays Act), involve certain obligations and responsibilities on the part of each grantee. A person accepting such a grant is not by virtue thereof an official or employee of the Department of State or other agency

of the Government of the United States of America, or of an agency of the government of the host country.

Grantees are private citizens, retaining the rights of citizens to the personal and intellectual freedom generally accepted under the United States constitutional system and by the educational community.

The J. William Fulbright Foreign Scholarship Board believes, however, the individual grantees are responsible for protecting the nonpolitical character of the program during their grants. They should be aware that their public political statements or activity while abroad may, in certain circumstances, draw into the political arena an educational exchange program that has been characterized since its inception, as free and nonpolitical.

Further, it should be recognized that American citizens who make political statements abroad or who engage in activities with political connotations may thereby become involved in the domestic political processes of their host country even when they wish only to express agreement or disagreement with U.S. Government policy. Grantees should be aware that such activities are incompatible with the objectives of the program and that they are responsible for exercising discretion and judgment in all of their actions, both public and private."

#### **REVOCATION OR TERMINATION OF THE AWARD**

Upon the recommendation of the bi-national commission, overseas posts, and the Secretary of Education, the J. William Fulbright Foreign Scholarship Board may terminate your award.

"Grounds for revocation may include but are not limited to: (1) violations of the laws of the United States or of the host country; (2) misconduct; (3) failure to observe satisfactory academic or professional standards; (4) physical or mental incapacitation; (5) acts likely to give offense to the host country; and/or (6) engaging in political or unauthorized income-producing activities; or other activities which in the discretion of the Foreign Scholarships Board and the Department are inconsistent with the best interests of the program."

#### **CERTIFICATION**

I certify that the information I provided on this application is correct to the best of my ability and that I agree to the terms and conditions of the award if selected.

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*Signature of Applicant*

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*Date*

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## INFORMATION ON THE PRIVACY ACT

In accordance with the Privacy Act of 1974 (Public Law No. 93-579, 5 U.S.C. 552a), you are hereby notified that: (1) The Department is authorized to collect information to implement the Fulbright-Hays Seminars Abroad Program/Bilateral Projects under the Mutual Educational and Cultural Exchange Act of 1961 (Public Law 87-256; 75 Stat. 527) and Section 4 of Executive Order 11034. In accordance with this authority, the Office receives and maintains personal information on applicants for use in processing applications and selecting participants. (2) The principle purpose for collecting this information is to administer the program, including use by program staff and field readers to determine eligibility and suitability for participation in a seminar abroad and use by program staff to ensure compliance with program requirements. (3) The information may be disclosed to third parties such as the U.S. embassies, agencies that the Department has authorized to assist in administering the seminars including binational commissions, the J. William Fulbright Foreign Scholarship Board, and in some cases foreign governments for use in issuing visas.

*Disclosure may be made to a Congressional office from the record of an individual in response to an inquiry from the Congressional office made at the request of that individual. If the Department or an employee of the Department is involved in litigation, the Department may send your information to the Department of Justice, a court, adjudicative body, or potential witness provided such disclosure is compatible with the purpose for which the information was requested. Disclosure may also be made to the Department of Justice for the purpose of obtaining its advice as to whether particular records are required to be disclosed under the Freedom of Information Act. When the appropriate office of Ed determines that an individual or an organization is qualified to carry out specific research, that official may disclose information to that researcher solely for the purpose of carrying out the research. When ED contracts with a private firm for the purpose of administering the seminar(s), relevant records will be disclosed to the contractor. The contractor shall be required to maintain Privacy Act safeguards with respect to such records. Information may be disclosed to any Federal, State, local or foreign agency or public authority responsible for enforcing, investigating, or prosecuting violations of administrative, civil, or criminal law or regulation where the information is relevant to any enforcement, regulatory, investigative, or prosecutive responsibility with the receiving entity's jurisdiction. Information may be disclosed in response to a subpoena issued by a Federal agency having the power to subpoena records or other Federal agencies. (4) You are not required to submit the information requested in this application, however the information will be used in the processing and evaluation of applications; and the effects of not providing all or any part of the requested information may delay the process or make it impossible to process an application (disclosure of your social security number is voluntary; failure to disclose such a number will not result in the denial of any right, benefit or privilege to which an individual is entitled).*